

FNS

Nutrition Messages

for Spanish Speakers

Welcome to
a “GIVE and TAKE” Session

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Advice
from experts, gatekeepers, regular-folks, etc.
is requested.

Use the sheets of yellow paper to write comments.
If you read Spanish - make sure you have the handouts

New FNS Materials for those who speak Spanish

Goal:

Provide FNS nutrition education messages to Latino parents of young children, and/or to other young adults.

New FNS Resources for those who speak Spanish

We Recognize:

- Cultural backgrounds, food and health habits differ among and between groups of Latinos
- Conversational Spanish is a common bond
- Use and meanings of Spanish words differ by groups
- Education and literacy levels in Spanish vary greatly

Target Audience

Latinos who:

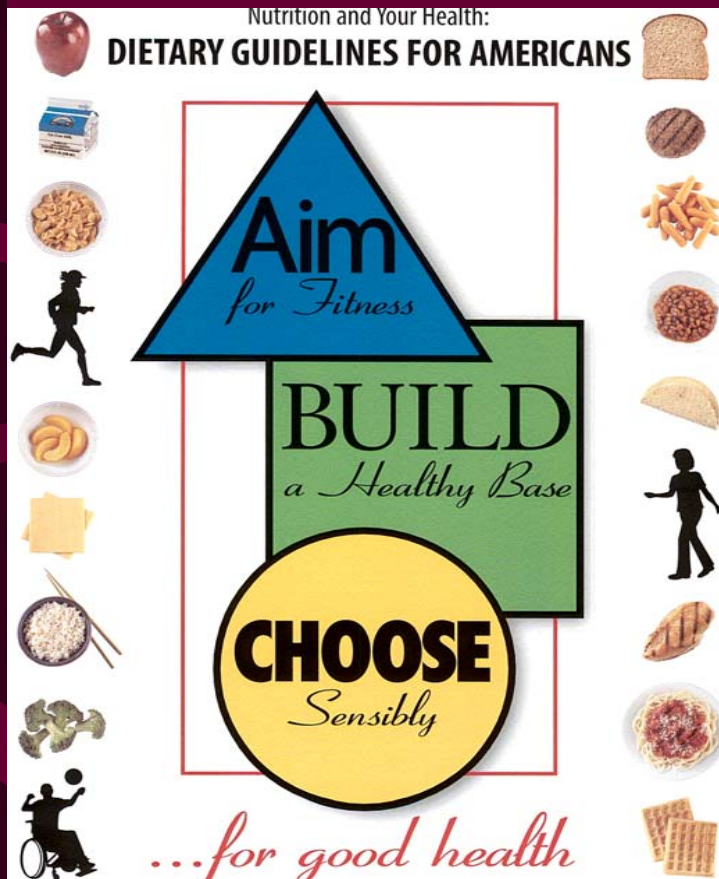
- prefer to speak, or only speak, Spanish
- are beyond the initial stages of acculturation
- have at least a middle school education

HOW to Make it Happen:

- 1) Identify the target audience.
- 2) Use the Dietary Guidelines.
- 3) Link to existing materials.
- 4) Make guidance actionable.

Use the Dietary Guidelines

WE MUST START AT THE END...



Federal clearance
requires agreement with
*The Dietary Guidelines for
Americans (DGA)*

“Translating” the DGA
means conveying what
“can” said in ways
people need and want

Link to Existing FNS Materials

FNS Development Process for Posters

- **Use key content from Dietary Guidelines**
- **Messages must “stand-alone”**
- **Give actionable guidance**
- **Use widely accepted foods and images**
- **Keep text to a minimum**

Conversion of FNS Materials into Spanish

*Formative development
requires input from
the target audience,
gatekeepers & 'others'*

...which means

listen, listen & listen to:

- FNS internal reviewers (20+)
- Expert external reviewers (10++)
- 'Regular-folks' reviewers (LOTS)

Final Federal Review by
30 Federal agencies review (50+)

Key Steps and Timeline for a Poster

Poster development has traditionally varied from the publication process. The key developmental work is frequently done in-house(*).

Key Steps

Define concept/need
Approval of project/ funding
Identify Technical Reviewers

varies
varies
1 week

Time Needed:

posters are usually developed and based a related or existing project exists, or is approved early in project

First Draft

Create a paper mockup for
In house reviewers' comments
Incorporate input
Meet with Design Department

1-3 weeks
varies
1 week

in-house technical reviewers depends on the complexity of concept
Identify specifications

Additional Drafts

Obtain copy from Design

varies

Obtaining an appropriate draft may take several attempts working through the Design Department and their subcontractor to get a good version for testing.

**Send to Reviewers
Obtain formative input

3 weeks
additional time

MCH Review/External review
may be needed to obtain feedback from gatekeepers, target audience

Near Final Draft

Expanded Reviewers comment
Obtain formative input

3 weeks
concurrent

obtain feedback from gatekeepers, target audience

Send draft to Design for final
**FNS Internal DGWG Review
**DGWG Clearance

2- 3 weeks
1+ weeks
6 weeks

based on a 30-day review and two week negotiation process (may be expedited)
FNS approve changes

Design incorporates change
FNS Internal Sign Off

2-3 weeks
1- 2 weeks

Final Draft revisions

Final Design
Printing

3 weeks
5- 10 weeks

Minimum Time Estimate

approximately 30- 40 weeks to complete

Make the Guidance.... *Actionable !*

Sharing common views:

- **Visuals *are* the message** - Familiar foods and generic illustrations appeal to many people
- **Build on broad recognition** of relationship of food, physical activity and health
- **Posters'** brief information can serve as the basis for expanded discussion

WHAT Will the Outcome Look Like?



Linking to existing resources ...

What will make the concepts work with a different target audience?

Visuals Communicate in Many Ways



Poster messages:

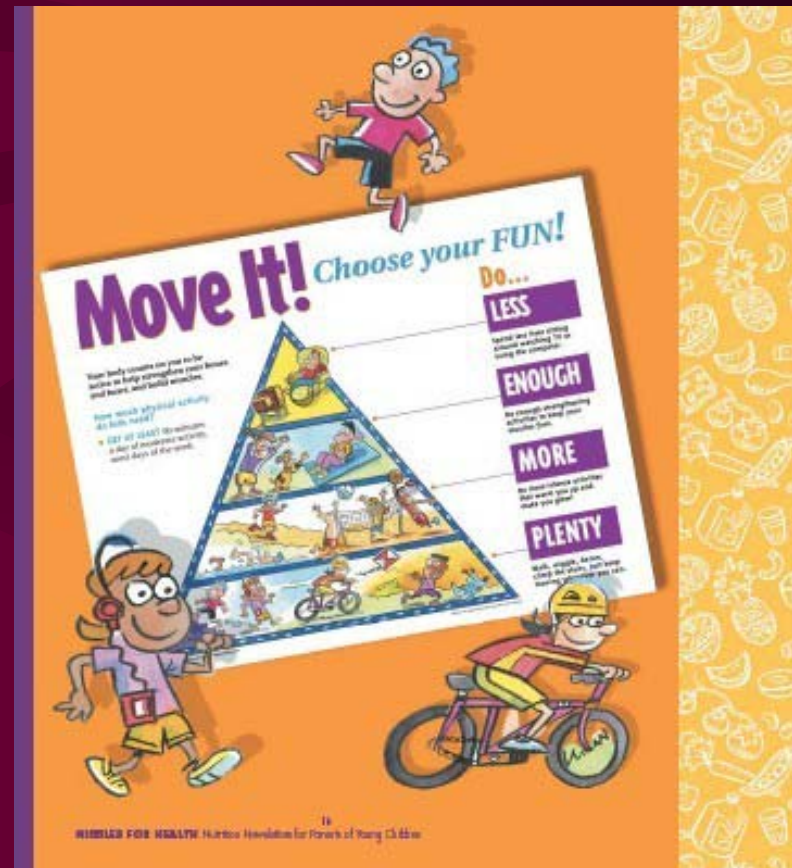
Move more...

Use the Pyramid

Use the Label

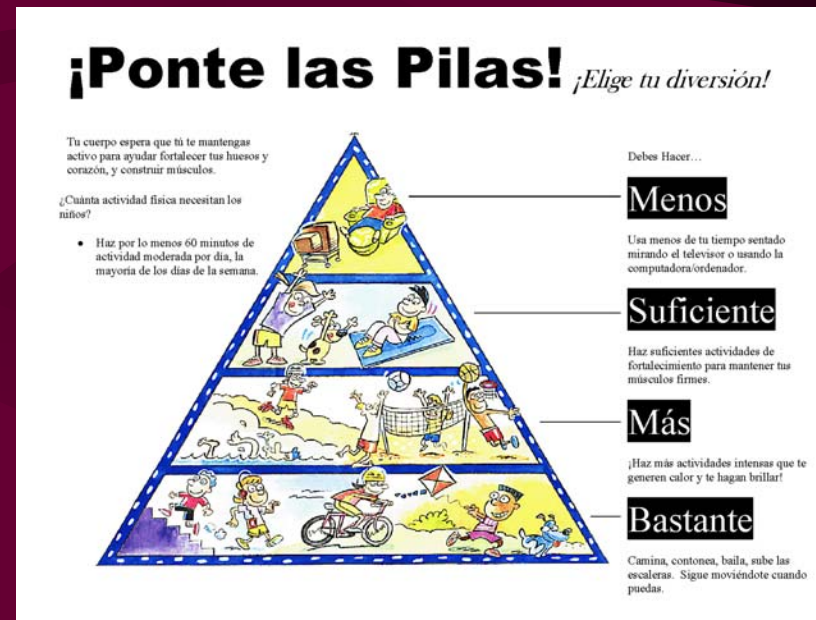
Move It ! (2000)

- Promotes physical activity, as seen in *yourSELF* Middle School kit (1998)
- Poster images and text changed in collaboration with CDC (2000)
- Hand-out and educator guidance from *Nibbles for Health* (NEW - 2003)



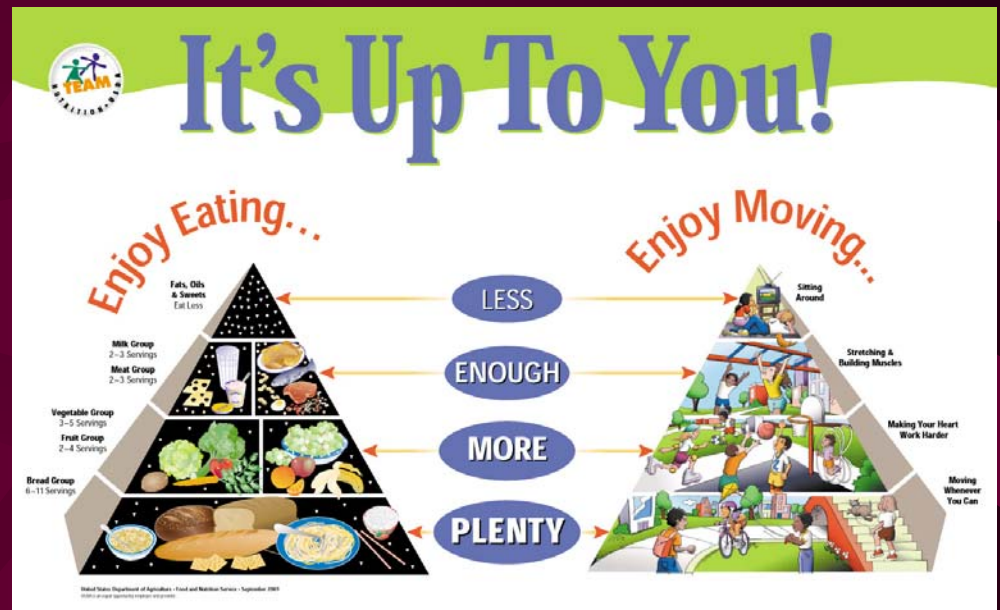
Move It ! *In Spanish*

- Title changed to use CDC's Spanish version for the VERB campaign : **"Charge your Batteries"**
- Cartoons well accepted by many people
- Hand-out in Spanish
- Discussion guide for educators from *Nibbles for Health* (2003)



It's Up to You! (2001)

- Combined themes of food choice and physical activity
- Contains new food graphics
- Modified *Move it!* for 4th-6th graders, with CDC assistance
- Written guidance, on reverse side, for educators



It's Up to You! In Spanish



- Title change due to perception of cultural and or environmental restrictions for Latino women.
- 4 Fact Sheets in Spanish
- Discussion guide follows format from *Nibbles from Health*

Read It ...before you eat it! (2003)

New FDA-FNS developed poster emphasizes new approach to using the label.

- Brief hand-out
- Discussion guide for educators from *Nibbles for Health* (2003)

This poster is included in both:
The Power of Choice
and
Nibbles for Health



- FDA's Spanish version Nutrition Facts Label
- Handout in Spanish
- Discussion guide for educators from *Nibbles for Health* (2003)

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- FNS poster shows new approach to teach Pyramid serving sizes.
- Brief hand-outs and discussion guidance

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How much is a serving? *In Spanish*

- **Note** - photos of foods and objects remain the same for both English and Spanish versions
- Brief hand-outs in Spanish
- Discussion guide for educators from *Nibbles for Health* (2003)

¿De qué medida es tu porción?

Compara la porción de la Pirámide Alimenticia con lo que tú comes en un día.

¿Cuántas cada día?	¿De qué medida es tu porción?		
2 a 3 porciones Grupo Lácteo	2 a 3 porciones Grupo Lácteo	1 ½ onzas de queso natural=tamaño de 2 baterías de 9 voltajes	8 onzas de yogur=tamaño de una pelota de béisbol
2 a 3 porciones (total de 5 a 7 onzas) Grupo de Carne & Frijoles	2-3 onzas de carne, aves o pescado=tamaño de un mazo de naipes	2 cucharadas de mantequilla de cacahuites se considera como 1 onza=tamaño de un rol de película	1 taza de frijoles se considera como 2 onzas=tamaño de una pelota de béisbol
3 a 5 porciones Grupo de Verduras	1 taza de verduras en hojas crudas=tamaño de una pelota de béisbol	10 papas fritas=tamaño de un mazo de naipes	½ taza de arvejas o otras verduras=tamaño de un ratón de computadora
2 a 3 porciones Grupo de Frutas	½ taza de jugo de frutas=tamaño de una lata de jugo	½ taza de fruta cortada=tamaño de un ratón de computadora	1 fruta mediana=tamaño de una pelota de béisbol
6 a 11 porciones Grupo de Granos	1 rodaja de pan=tamaño de un disco de computación	1 taza de cereal seco=tamaño de una pelota de béisbol	½ taza de pasta=tamaño de un ratón de computadora

What's Next ?

Continue the formative process:

- **We are listening!** Your comments (use the yellow paper) will be incorporated.
- Listen to one-on-one interviews with Latinos
- Work with others to finalize Spanish text
- Work with others to change graphics
- Determine packaging and dissemination